



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12551751
SAU: MSAD 61
School: Stevens Brook School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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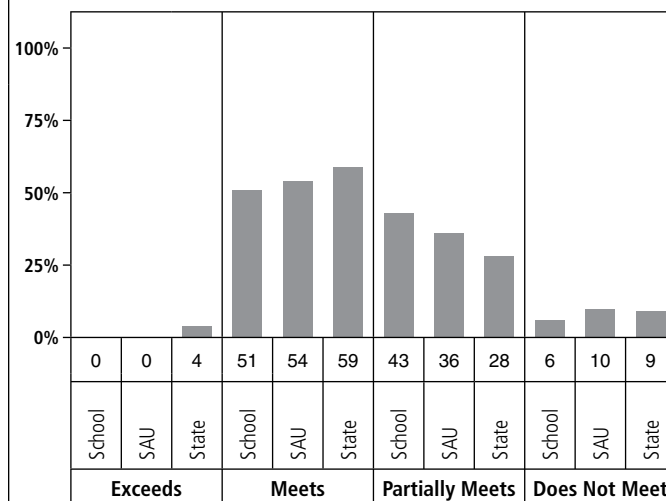
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

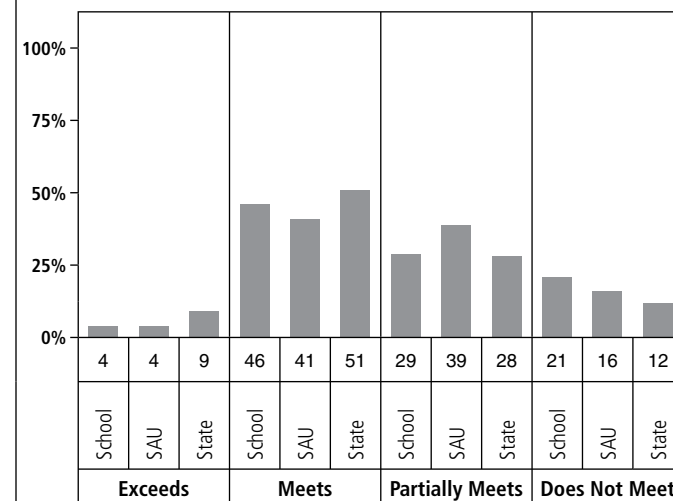
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	447	445	444
2006–2007	445	446	445
2007–2008	443	443	445
Cum. Avg. *	445	445	445
Mathematics			
2005–2006	448	446	444
2006–2007	446	444	445
2007–2008	441	442	445
Cum. Avg. *	445	444	445
Science & Technology			
2005–2006	450	446	444
2006–2007	445	445	444
2007–2008	443	441	444
Cum. Avg. *	446	444	444

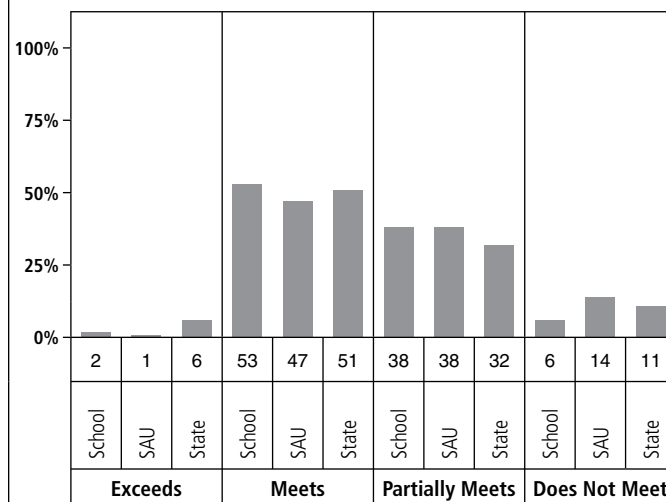
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	48	100	151	100	14207	100	47	100	148	99	14181	100	48	100	149	99	14123	100	47	100	148	99	14115	99						
Ethnicity African American/Black	2	4	3	2	390	3	2	100	3	100	388	99	2	100	3	100	388	99	2	100	3	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	46	96	148	98	13282	93	45	100	145	99	13264	100	46	100	146	99	13205	100	45	100	145	99	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	15	31	37	25	2524	18	15	100	36	97	2514	100	15	100	36	97	2498	99	15	100	36	97	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	26	54	66	44	5587	39	25	100	65	100	5569	100	26	100	66	100	5538	99	25	100	65	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	30	63	99	66	10755	76	31	65	98	65	10730	76	30	63	98	65	10776	76						
Identified disability (PET/IEP)	1	3	2	2	375	3	1	3	2	2	374	3	1	3	2	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	17	35	48	32	3298	23	17	35	50	33	3267	23	17	35	49	32	3215	23						
Identified disability (PET/IEP)	14	82	33	69	2013	61	14	82	33	66	1998	61	14	82	33	67	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	3	18	15	31	1046	32	3	18	17	34	1023	31	3	18	16	33	987	31						
Participation through alternate assessment (PAAP)	0	0	1	1	126	1	0	0	1	1	126	1	0	0	1	1	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	1	2	1	1	15	0	0	0	0	0	16	0	1	2	1	1	12	0						
Non-participation – other	0	0	2	1	11	0	0	0	2	1	68	0	0	0	2	1	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	3	7	7	5	601	4
	2006-2007	1	2	4	3	507	4
	2007-2008	0	0	0	0	559	4
	Cum. Total*	4	3	11	3	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	27	66	80	60	7910	57
	2006-2007	35	69	93	63	8749	63
	2007-2008	24	51	80	54	8308	59
	Cum. Total*	86	62	253	59	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	8	20	32	24	3970	29
	2006-2007	11	22	40	27	3467	25
	2007-2008	20	43	53	36	3922	28
	Cum. Total*	39	28	125	29	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	3	7	14	11	1421	10
	2006-2007	4	8	11	7	1165	8
	2007-2008	3	6	14	10	1264	9
	Cum. Total*	10	7	39	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.5	59.4	28.3	59.0	29.7	61.9
Literary Text	24	50	14.7	61.3	14.9	62.1	15.5	64.6
Informational Text	24	50	13.8	57.5	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	0	0	24	51	20	43	3	6	443	147	0	54	36	10	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	2										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	45	0	0	22	49	20	44	3	7	443	144	0	53	37	10	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	15	0	0	6	40	7	47	2	13	441	35	0	31	46	23	439	2388	0	29	44	26	437
No	32	0	0	18	56	13	41	1	3	444	112	0	62	33	5	444	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	47	0	0	24	51	20	43	3	6	443	147	0	54	36	10	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	25	0	0	12	48	11	44	2	8	443	65	0	49	43	8	442	5502	1	47	37	14	441
No	22	0	0	12	55	9	41	1	5	444	82	0	59	30	11	444	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	47	0	0	24	51	20	43	3	6	443	147	0	54	36	10	443	14048	4	59	28	9	445
Gender																						
Female	17	0	0	7	41	9	53	1	6	442	65	0	54	38	8	443	6959	5	61	26	8	446
Male	30	0	0	17	57	11	37	2	7	444	82	0	55	34	11	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										21	0	14	57	29	436	1890	0	37	46	17	439
No	47	0	0	24	51	20	43	3	6	443	126	0	61	33	6	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	2										8	0	100	0	0	453	266	21	74	4	0	456
No	45	0	0	22	49	20	44	3	7	443	139	0	52	38	10	442	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	2	100	0	0	437	5	0	43	57	0	441	5	1	42	36	21	440
B. less than one hour	76	0	0	19	54	13	37	3	9	443	74	0	56	32	11	443	74	4	62	27	7	445
C. one to two hours	17	0	0	3	38	5	63	0	0	444	18	0	46	46	8	443	18	5	59	29	7	446
D. more than two hours	2	0	0	1	100	0	0	0	0	448	3	0	75	25	0	445	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	0	0	9	56	6	38	1	6	444	29	0	57	33	10	444	30	6	63	24	7	446
B. They match some of what I have learned.	50	0	0	11	48	11	48	1	4	444	53	0	61	32	8	444	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	2	50	1	25	1	25	440	13	0	32	53	16	439	12	2	46	37	15	441
D. There is no match.	7	0	0	1	33	2	67	0	0	438	5	0	29	57	14	437	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	13	57	8	35	2	9	445	41	0	69	25	5	445	35	7	66	20	6	448
B. good	35	0	0	6	38	9	56	1	6	442	40	0	43	48	9	442	51	3	60	29	7	445
C. fair	11	0	0	4	80	1	20	0	0	446	15	0	50	27	23	440	12	1	44	40	16	440
D. poor	4	0	0	0	0	2	100	0	0	435	4	0	33	50	17	438	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	1	14	6	86	0	0	437	14	0	35	55	10	439	19	2	46	34	17	442
B. about the same as my regular schoolwork	52	0	0	16	67	7	29	1	4	446	54	0	65	30	5	445	62	5	64	26	5	446
C. easier than my regular schoolwork	33	0	0	6	40	7	47	2	13	442	32	0	46	39	15	441	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	7	0	0	0	0	3	100	0	0	437	16	0	32	59	9	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	46	0	0	12	57	8	38	1	5	443	54	0	59	30	11	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	48	0	0	11	50	9	41	2	9	444	30	0	53	37	9	443	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	28	0	0	9	69	3	23	1	8	446	15	0	55	41	5	444	18	7	64	22	7	447
B. 20 minutes to an hour	35	0	0	7	44	8	50	1	6	442	52	0	57	34	9	443	55	4	64	26	6	446
C. less than 20 minutes	24	0	0	5	45	5	45	1	9	442	19	0	50	36	14	442	14	2	53	33	12	443
D. I rarely read at home.	13	0	0	2	33	4	67	0	0	441	13	0	53	37	11	442	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	35	0	0	9	56	6	38	1	6	444	25	0	51	40	9	443	23	3	50	34	13	442
B. six to ten pages	28	0	0	8	62	5	38	0	0	445	28	0	59	36	5	444	25	3	60	29	8	444
C. eleven or more pages	37	0	0	6	35	9	53	2	12	442	47	0	52	35	14	442	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										75	0	0	33	67	432						
C.	0										0											
D.	0										25	0	100	0	0	444						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	20	16	12	1294	9
	2006-2007	1	2	5	3	1054	8
	2007-2008	2	4	6	4	1321	9
	Cum. Total*	11	8	27	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	22	54	71	53	7000	50
	2006-2007	31	61	80	54	7394	53
	2007-2008	22	46	61	41	7079	51
	Cum. Total*	75	54	212	49	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	5	12	29	22	3784	27
	2006-2007	17	33	44	30	3729	27
	2007-2008	14	29	57	39	3955	28
	Cum. Total*	36	26	130	30	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	6	15	17	13	1894	14
	2006-2007	2	4	19	13	1735	12
	2007-2008	10	21	24	16	1642	12
	Cum. Total*	18	13	60	14	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.1	54.0	8.5	56.7	9.5	63.3
Cluster 2: Shape and Size	14	29	8.4	60.0	8.5	60.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.1	62.0	3.4	68.0
Cluster 4: Patterns	14	29	9.4	67.1	9.4	67.1	9.7	69.3

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	48	2	4	22	46	14	29	10	21	441	148	4	41	39	16	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	2										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	46	2	4	22	48	12	26	10	22	441	145	4	42	37	17	442	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	15	0	0	8	53	4	27	3	20	439	35	0	31	43	26	436	2372	3	31	36	30	436
No	33	2	6	14	42	10	30	7	21	441	113	5	44	37	13	443	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	48	2	4	22	46	14	29	10	21	441	148	4	41	39	16	442	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	26	0	0	12	46	8	31	6	23	439	66	2	35	42	21	439	5472	5	41	35	19	440
No	22	2	9	10	45	6	27	4	18	443	82	6	46	35	12	444	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	48	2	4	22	46	14	29	10	21	441	148	4	41	39	16	442	13992	9	51	28	12	445
Gender																						
Female	17	1	6	6	35	6	35	4	24	439	65	5	37	42	17	441	6933	9	50	29	12	445
Male	31	1	3	16	52	8	26	6	19	442	83	4	45	36	16	442	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										21	0	5	57	38	431	1890	2	34	41	23	438
No	48	2	4	22	46	14	29	10	21	441	127	5	47	35	13	443	12107	11	53	26	10	446
Gifted/talented program																						
Yes	2										8	25	75	0	0	459	266	45	49	5	0	461
No	46	1	2	21	46	14	30	10	22	440	140	3	39	41	17	441	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	444	5	14	29	29	29	443	5	6	34	33	27	438
B. less than one hour	76	1	3	16	46	10	29	8	23	441	74	2	44	40	15	441	74	10	52	28	10	446
C. one to two hours	17	1	13	4	50	2	25	1	13	443	18	8	38	35	19	442	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	448	3	25	50	25	0	452	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	0	0	12	60	4	20	4	20	443	42	2	58	27	13	445	38	13	56	23	8	448
B. They match some of what I have learned.	35	2	13	6	38	6	38	2	13	443	43	8	32	42	18	441	48	8	52	29	10	445
C. They match just a little of what I have learned.	15	0	0	4	57	2	29	1	14	442	11	0	38	50	13	439	10	4	35	39	22	439
D. There is no match.	7	0	0	0	0	1	33	2	67	421	4	0	0	67	33	429	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	52	1	4	14	58	6	25	3	13	444	39	5	54	29	13	445	35	16	55	20	8	449
B. good	35	0	0	6	38	5	31	5	31	437	44	3	37	43	17	441	48	7	52	31	11	445
C. fair	9	1	25	0	0	2	50	1	25	438	16	4	26	48	22	438	14	3	41	38	18	440
D. poor	4	0	0	2	100	0	0	0	0	447	1	0	100	0	0	447	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	2	33	2	33	2	33	432	12	0	24	41	35	432	15	4	38	33	25	439
B. about the same as my regular schoolwork	59	1	4	12	44	7	26	7	26	440	64	4	48	35	12	444	64	10	54	28	9	446
C. easier than my regular schoolwork	28	1	8	8	62	4	31	0	0	448	24	6	37	43	14	441	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	0	0	8	62	4	31	1	8	443	29	2	52	33	12	443	23	8	47	29	16	443
B. two or three days a week	40	1	6	9	50	6	33	2	11	443	30	2	37	47	14	440	36	11	54	27	9	447
C. two or three times each month	22	1	10	5	50	1	10	3	30	442	27	8	46	31	15	444	25	10	53	27	10	446
D. never or almost never	9	0	0	0	0	1	25	3	75	429	13	5	26	37	32	439	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	1	50	1	50	432	3	0	20	40	40	434	5	3	30	33	33	436
B. two or three days a week	22	0	0	7	70	2	20	1	10	442	28	5	41	37	17	441	19	8	50	30	12	445
C. two or three times each month	46	2	10	12	57	4	19	3	14	445	40	5	48	34	12	444	38	11	55	26	8	447
D. never or almost never	28	0	0	3	23	6	46	4	31	436	28	3	38	43	18	441	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	20	3	60	1	20	441	8	0	36	45	18	441	8	3	33	38	25	438
B. 30–45 minutes	4	0	0	0	0	1	50	1	50	432	11	0	38	56	6	440	27	6	48	33	13	443
C. 45–60 minutes	15	0	0	3	43	2	29	2	29	438	20	0	38	48	14	441	38	11	54	26	9	447
D. more than 60 minutes	70	2	6	18	56	7	22	5	16	443	61	7	45	30	18	442	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										75	0	0	33	67	424						
C.	0										0											
D.	0										25	0	0	100	0	440						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	6	15	12	9	751	5
	2006-2007	2	4	13	9	963	7
	2007-2008	1	2	2	1	882	6
	Cum. Total*	9	6	27	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	24	59	73	55	7251	52
	2006-2007	29	57	75	51	6824	49
	2007-2008	25	53	69	47	7130	51
	Cum. Total*	78	56	217	51	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	11	27	41	31	4514	32
	2006-2007	17	33	48	32	4382	32
	2007-2008	18	38	56	38	4433	32
	Cum. Total*	46	33	145	34	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	7	5	1458	10
	2006-2007	3	6	12	8	1735	12
	2007-2008	3	6	20	14	1546	11
	Cum. Total*	6	4	39	9	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.4	70.0	7.9	65.8	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.9	57.5	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.8	56.7	6.7	55.8	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.7	64.2	7.4	61.7	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	1	2	25	53	18	38	3	6	443	147	1	47	38	14	441	13991	6	51	32	11	444
Ethnicity																						
African American/Black	2										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	45	1	2	24	53	17	38	3	7	443	144	1	47	38	14	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	15	0	0	10	67	5	33	0	0	443	35	0	43	37	20	439	2370	2	32	41	25	437
No	32	1	3	15	47	13	41	3	9	443	112	2	48	38	12	442	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	47	1	2	25	53	18	38	3	6	443	147	1	47	38	14	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	25	0	0	14	56	9	36	2	8	442	65	0	46	38	15	440	5470	3	41	39	18	440
No	22	1	5	11	50	9	41	1	5	444	82	2	48	38	12	442	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	47	1	2	25	53	18	38	3	6	443	147	1	47	38	14	441	13986	6	51	32	11	444
Gender																						
Female	17	0	0	7	41	8	47	2	12	441	65	0	42	38	20	440	6929	6	49	33	12	443
Male	30	1	3	18	60	10	33	1	3	444	82	2	51	38	9	443	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										21	0	14	48	38	433	1888	1	32	44	23	437
No	47	1	2	25	53	18	38	3	6	443	126	2	52	37	10	443	12103	7	54	30	9	445
Gifted/talented program																						
Yes	2										8	25	75	0	0	456	266	30	65	5	1	457
No	45	0	0	24	53	18	40	3	7	442	139	0	45	40	14	441	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	443	5	0	43	43	14	441	5	4	37	36	22	439
B. less than one hour	76	1	3	18	51	13	37	3	9	442	74	2	47	37	14	441	74	6	53	31	10	444
C. one to two hours	17	0	0	4	50	4	50	0	0	445	18	0	42	42	15	442	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	448	3	0	75	25	0	447	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	48	0	0	13	59	6	27	3	14	442	30	0	58	26	16	443	24	9	53	28	10	446
B. They match some of what I have learned.	35	0	0	9	56	7	44	0	0	445	42	2	51	39	8	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	15	1	14	2	29	4	57	0	0	442	23	3	32	47	18	439	21	4	47	36	13	442
D. There is no match.	2	0	0	0	0	1	100	0	0	434	5	0	14	57	29	435	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	33	0	0	9	60	5	33	1	7	444	23	0	48	39	12	442	25	9	53	27	10	446
B. good	54	1	4	13	52	9	36	2	8	443	49	1	62	27	10	444	54	6	55	30	9	445
C. fair	13	0	0	2	33	4	67	0	0	438	24	3	20	54	23	436	19	3	43	40	15	441
D. poor	0										3	0	20	60	20	436	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	22	0	0	3	30	7	70	0	0	440	28	2	24	51	22	437	22	5	45	35	15	442
B. about the same as my regular schoolwork	50	1	4	13	57	7	30	2	9	444	52	1	57	29	13	443	62	7	53	31	9	445
C. easier than my regular schoolwork	28	0	0	8	62	4	31	1	8	444	19	0	54	43	4	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	27	0	0	4	33	6	50	2	17	438	15	0	32	55	14	437	24	7	48	33	12	444
B. a few times a week	67	0	0	19	63	10	33	1	3	444	49	0	57	33	10	443	53	7	54	31	9	445
C. once a week	2	0	0	0	0	1	100	0	0	434	16	4	39	35	22	440	9	6	46	33	15	442
D. a few times a month	4	1	50	1	50	0	0	0	0	457	20	3	41	38	17	440	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	1	5	13	62	7	33	0	0	446	39	4	50	34	13	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	7	0	0	1	33	2	67	0	0	437	24	0	37	46	17	438	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	30	0	0	9	64	5	36	0	0	445	19	0	61	32	7	445	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	17	0	0	1	13	4	50	3	38	433	18	0	38	42	19	439	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										75	0	0	33	67	427						
C.	0										0											
D.	0										25	0	0	100	0	438						